

Correlation to the
**Indiana Common Core
State Standards for
English Language Arts,
Grade 2**

**Literacy by Design
Grade 2**



**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade 2**

correlated to the

**Indiana
Common Core State Standards English Language Arts
Grade 2**

| Standard | Descriptor | Citations |
|----------------------------|--|--|
| Reading: Literature | | |
| | Key Ideas and Details | |
| RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <p><u>Whole Class Charts</u> Volume 1: 32, 33 Volume 2: 104, 105</p> <p><u>Comprehensive Teacher's Guide</u> 32, 42, 78, 80–81, 83, 84–85, 91, 92, 96–97, 98, 108, 142, 164, 214, 230, 242, 296, 360, 362, 424, 428, 494</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 5, 9, 10, 14, 15, 19, 20, 44, 45, 49, 50, 54, 55, 59, 60, 84, 85, 89, 90, 94, 95, 98, 99, 100, 123, 124, 125, 129, 130, 134, 135, 138, 139, 140, 164, 165, 169, 170, 174, 175, 178, 179, 180, 204, 205, 209, 210, 213, 214, 215, 219, 220, 243, 244, 245, 248, 249, 250, 253, 254, 255, 258, 259, 260, 283, 284, 285, 288, 289, 290, 293, 294, 295, 298, 299, 300</p> |

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| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <p><u>Comprehensive Teacher's Guide</u> 29, 47, 113, 179, 228, 311, 376–377, 412, 443, 509</p> <p><u>Small Group Reading Teacher's Guide</u> 15, 45, 59, 60, 93, 128, 163, 165</p> <p><u>Essential Resource Guide</u> 110–111</p> |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. | <p><u>Comprehensive Teacher's Guide</u> 174, 175, 374, 488</p> <p><u>Small Group Reading Teacher's Guide</u> 15, 20, 45, 55, 95, 129, 140, 165, 174, 180, 210, 215, 220, 244, 254, 300</p> |
| | Craft and Structure | |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | <p><u>Comprehensive Teacher's Guide</u> 20, 40, 140–141, 152, 156, 284, 288, 370, 371, 372, 448, 452, 482, 486</p> <p><u>Small Group Reading Teacher's Guide</u> 44, 204, 214, 284, 289</p> |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <p><u>Comprehensive Teacher's Guide</u> 17, 29, 92, 224, 413</p> <p><u>Small Group Reading Teacher's Guide</u> 85, 89, 100, 128, 174, 205, 219, 244, 295</p> |

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| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | <p><u>Comprehensive Teacher's Guide</u> 216, 218, 233, 292</p> <p><u>Small Group Reading Teacher's Guide</u> 4, 14, 19, 44, 45, 49, 54, 59, 89, 99, 124, 135, 145, 164, 210, 245, 246, 250</p> |
| Integration of Knowledge and Ideas | | |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | <p><u>Comprehensive Teacher's Guide</u> 25, 83, 85, 92, 226, 437, 440, 442–443, 490</p> <p><u>Small Group Reading Teacher's Guide</u> 3, 5, 8, 9, 49, 60, 84, 90, 99, 123, 132, 135, 140, 165, 170, 210, 215, 225, 235, 250, 254</p> |
| RL.2.8 | (Not applicable to literature) | N/A |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | <p><u>Essential Resource Guide</u> 1–3, 93–95, 112–114</p> |

| Standard | Descriptor | Citations |
|----------------|---|---|
| | Range of Reading and Level of Text Complexity | |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <p><u>Big Books</u> <i>Asha in the Attic</i>: 1–24 <i>The Missing Moon Mystery</i>: 1–24 <i>Where is Kitty</i>: 1–24 <i>Robo-Cat</i>: 1–24 <i>Grace for President</i>: 1–24 <i>The Great Watermelon Contest</i>: 1–24 <i>Seeds of Fortune</i>: 1–24 <i>Grandma’s Ring</i>: 1–24</p> <p><u>Whole Class Charts</u> Volume 1: 2, 4, 7, 9, 11, 13, 16, 18, 25, 27, 29, 36, 40, 43, 45, 47, 49, 52, 54, 58, 61, 63, 65, 67, 72 Volume 2: 76, 79, 81, 83, 85, 88, 90, 94, 97, 99, 100, 103, 110, 115, 118, 121, 124, 126, 128, 133, 135, 137, 139, 144</p> <p><u>Small Group Reading Teacher’s Guide</u> 3, 5, 8, 10, 13, 15, 18, 20, 43, 45, 48, 50, 53, 55, 58, 60, 83, 85, 88, 90, 93, 95, 98, 100, 123, 125, 128, 130, 133, 135, 138, 140, 163, 165, 168, 170, 173, 175, 178, 180, 203, 205, 208, 210, 213, 215, 218, 220, 243, 245, 248, 253, 258, 260, 283, 288, 293, 298</p> |

| Standard | Descriptor | Citations |
|------------------------------------|--|---|
| Reading: Informational Text | | |
| | Key Ideas and Details | |
| RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | <p>Whole Class Charts Volume 1: 23, 24, 59, 60 Volume 2: 96, 97, 113, 114, 131, 132</p> <p><u>Comprehensive Teacher's Guide</u> 64, 74, 75, 76, 77, 78, 80–81, 126, 130, 183, 196, 208, 255, 262, 314, 328, 394, 480, 528</p> <p><u>Small Group Reading Teacher's Guide</u> 24, 25, 29, 30, 34, 35, 39, 40, 64, 65, 69, 70, 74, 75, 79, 80, 104, 105, 109, 110, 114, 115, 119, 120, 144, 145, 149, 150, 154, 155, 159, 160, 184, 185, 189, 190, 194, 195, 199, 200, 224, 225, 229, 230, 234, 235, 239, 240, 263, 264, 265, 268, 269, 270, 273, 274, 275, 278, 279, 280, 303, 304, 305, 308, 309, 310, 313, 314, 315, 318, 319, 320</p> |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | <p><u>Comprehensive Teacher's Guide</u> 64, 81, 114–115, 116–117, 128, 130, 312, 378</p> <p><u>Small Group Reading Teacher's Guide</u> 68</p> <p><u>Essential Resource Guide</u> 102–103, 137–138</p> |

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| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | <p><u>Whole Class Charts</u> Volume 2: 131, 132</p> <p><u>Comprehensive Teacher's Guide</u> 122–123, 246–247, 445, 454</p> <p><u>Small Group Reading Teacher's Guide</u> 39, 155, 156, 190, 238</p> |
| | Craft and Structure | |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | <p><u>Whole Class Charts</u> Volume 1: 70</p> <p><u>Comprehensive Teacher's Guide</u> 182–183, 194</p> <p><u>Small Group Reading Teacher's Guide</u> 22, 24–25, 27, 32, 37, 42, 62, 72, 77, 102, 107, 112, 117, 142, 147, 152, 157, 182, 187, 192, 197, 222, 227, 232, 237, 262, 267, 272, 277, 302, 307, 312, 317</p> |
| RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | <p><u>Comprehensive Teacher's Guide</u> 25, 29, 30, 34, 35, 65, 69, 74, 92, 118, 110, 114, 122, 150, 183, 189, 275, 304, 388, 510, 514, 518, 520</p> <p><u>Small Group Reading Teacher's Guide</u> 25, 29, 30, 34, 35, 58 74, 80, 104, 105, 109, 110, 114, 115, 120, 125, 150, 155, 189, 190, 194, 200, 239, 240, 257, 269, 304, 310, 314, 315, 319</p> |

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|---|---|--|
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | <p><u>Comprehensive Teacher's Guide</u> 339, 342, 344–345, 355, 390</p> <p><u>Small Group Reading Teacher's Guide</u> 78, 188, 228</p> |
| Integration of Knowledge and Ideas | | |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | <p><u>Comprehensive Teacher's Guide</u> 58, 124, 140, 190, 250, 256, 314, 322, 382, 444–445, 446–447, 454, 458, 510</p> <p><u>Small Group Reading Teacher's Guide</u> 65, 69, 75, 110, 160, 183, 185, 230, 263, 265, 273, 275, 280, 304, 305, 318, 320</p> |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. | <p><u>Comprehensive Teacher's Guide</u> 114–115, 116–117, 128, 379, 380–381, 392</p> <p><u>Small Group Reading Teacher's Guide</u> 79, 158, 159, 193</p> |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. | <p><u>Essential Resource Guide</u> 48–50, 67–69, 84–86</p> |

| Standard | Descriptor | Citations |
|----------------|--|---|
| | Range of Reading and Level of Text Complexity | |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <p><u>Big Books</u> <i>Hello I'm Paty:</i> 1–24 <i>Super Sun Science:</i> 1–24 <i>Greetings from Route 66:</i> 1–24 <i>Presenting: Amazing Magnets:</i> 1–24 <i>Pass it On:</i> 1–24 <i>A Breakfast Story:</i> 1–24 <i>Off to Work!:</i> 1–24 <i>Splash!:</i> 1–24</p> <p><u>Whole Class Charts</u> Volume 1: 20, 34, 38, 56, 74 Volume 2: 92, 106, 130, 142</p> <p><u>Small Group Reading Teacher's Guide</u> 23, 25, 28, 30, 33, 35, 38, 40, 63, 65, 68, 70, 73, 75, 78, 80, 103, 105, 108, 110, 113, 115, 118, 120, 143, 145, 148, 150, 153, 155, 158, 160, 183, 185, 188, 190, 193, 195, 198, 200, 223, 226, 228, 230, 233, 235, 238, 240, 263, 268, 273, 278, 303, 308, 313, 318</p> |

| Standard | Descriptor | Citations |
|---|--|---|
| Reading Standards: Foundational Skills | | |
| | Phonics and Word Recognition | |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| RF.2.3a | Distinguish long and short vowels when reading regularly spelled one-syllable words. | <p><u>Whole Class Charts</u> Volume 1: 9, 13 Volume 2: 76</p> <p><u>Comprehensive Teacher's Guide</u> 24, 26, 28, 30, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 92, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284</p> <p><u>Small Group Reading Teacher's Guide</u> 41–42, 46–47, 51–52, 58–59, 61–62, 71–72, 76–77, 148, 206, 216, 221</p> |
| RF.2.3b | Know spelling-sound correspondences for additional common vowel teams. | <p><u>Whole Class Charts</u> Volume 1: 18, 22, 27, 31, 36, 40, 45, 49, 54, 58, 67 Volume 2: 85, 90</p> <p><u>Comprehensive Teacher's Guide</u> 74, 80, 82, 92, 106, 112, 114, 115, 116, 118, 122, 124, 126, 128, 130, 140, 146, 148, 150, 152, 156, 158, 160, 162, 164, 172, 178, 180, 182, 184, 206, 212, 214, 216, 218, 222, 224, 226, 228, 230, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 326, 328</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 46–47, 56–57, 141, 151, 156, 161, 166, 171, 176, 181, 186, 191, 196</p> |

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|----------------|---|--|
| RF.2.3c | Decode regularly spelled two-syllable words with long vowels. | <u>Small Group Reading Teacher's Guide</u> ⁴³ <u>Essential Resource Guide</u> 12–13, 24–25, 76–77 |
| RF.2.3d | Decode words with common prefixes and suffixes. | <u>Whole Class Charts</u> Volume 112, 117 <u>Comprehensive Teacher's Guide</u> 404, 410, 412, 414, 416, 420, 422, 424, 426, 428 <u>Small Group Reading Teacher's Guide</u> 291, 306 |
| RF.2.3e | Identify words with inconsistent but common spelling-sound correspondences. | <u>Comprehensive Teacher's Guide</u> 90, 92, 94, 96, 98, 188, 190, 192, 194, 196, 238, 244, 246, 248, 250, 370, 376, 379, 380, 382 <u>Small Group Reading Teacher's Guide</u> 1–2, 6–7, 21–22, 51–52, 58–59, 66–67, 126, 131, 136, 156, 211, 226, 236, 246, 251 |

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|----------|---|---|
| RF.2.3f | Recognize and read grade-appropriate irregularly spelled words. | <p><u>Whole Class Charts</u> Volume 2: 99</p> <p><u>Comprehensive Teacher's Guide</u> 16, 48, 82, 114, 148, 180, 214, 246, 280, 312</p> <p><u>Small Group Reading Teacher's Guide</u> 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 231</p> <p><u>Essential Resource Guide</u> 139–140</p> |

| Standard | Descriptor | Citations |
|----------------|---|--|
| | Fluency | |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. | |
| RF.2.4a | Read on-level text with purpose and understanding. | <p>Big Books <i>Asha in the Attic</i>: 1–24 <i>Hello I’m Paty</i>: 1–24 <i>The Missing Moon Mystery</i>: 1–24 <i>Super Sun Science</i>: 1–24 <i>Where is Kitty</i>: 1–24 <i>Greetings from Route 66</i>: 1–24 <i>Robo-Cat</i>: 1–24 <i>Presenting: Amazing Magnets</i>: 1–24 <i>Grace for President</i>: 1–24 <i>Pass it On</i>: 1–24 <i>The Great Watermelon Contest</i>: 1–24 <i>A Breakfast Story</i>: 1–24 <i>Seeds of Fortune</i>: 1–24 <i>Off to Work!</i>: 1–24 <i>Grandma’s Ring</i>: 1–24 <i>Splash!</i>: 1–24</p> <p>Whole Class Charts Volume 1: 2, 4, 7, 9, 11, 13, 16, 18, 20, 25, 27, 29, 34, 36, 38, 40, 43, 45, 47, 49, 52, 54, 56, 58, 61, 63, 65, 67, 72, 74 Volume 2: 76, 79, 81, 83, 85, 88, 90, 92, 94, 97, 99, 100, 103, 106, 110, 115, 118, 121, 124, 126, 128, 130, 133, 135, 137, 139, 142, 144</p> <p>Comprehensive Teacher’s Guide 28, 60, 126, 192, 226, 258, 390, 522</p> <p>Small Group Reading Teacher’s Guide 24, 29, 34, 38, 40, 74, 79, 93, 94, 104, 109, 123, 134, 149, 154, 174, 184, 189, 199, 219, 224, 229, 234, 239, 253, 269, 274, 279, 283, 299, 304, 309, 314</p> |

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| RF.2.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p><u>Comprehensive Teacher's Guide</u> 94, 116, 160, 216, 292, 324, 358, 429, 456, 490</p> <p><u>Small Group Reading Teacher's Guide</u> 9, 13, 15, 18, 25, 58, 64, 69, 75, 84, 95, 108, 114, 119, 129, 139, 144, 159, 169, 175, 179, 194, 203, 204, 209, 214, 244, 249, 254, 259, 263, 270, 284, 288, 289, 294</p> |
| RF.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p><u>Comprehensive Teacher's Guide</u> 178, 181, 182–183</p> <p><u>Essential Resource Guide</u> 51–52, 55–56, 65–66, 108–109</p> |

| Standard | Descriptor | Citations |
|--------------------------|---|--|
| Writing Standards | | |
| | Text Types and Purposes | |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | <p><u>Comprehensive Teacher's Guide</u> 17, 47, 49, 83, 115, 149, 181, 207, 215, 247, 281, 313, 345, 347, 379, 413, 445, 479, 511</p> <p><u>Small Group Reading Teacher's Guide</u> 265, 285, 315</p> <p><u>Essential Resource Guide</u> 14–15, 57–58, 96–97</p> |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | <p><u>Comprehensive Teacher's Guide</u> 173, 179, 181, 183, 185, 195, 305, 311, 313, 317, 321, 323, 325, 329, 351, 361, 371, 377, 379, 383, 387, 389, 391, 393, 3995, 437, 443, 445, 447, 453, 455, 459, 461, 503, 509, 511, 515, 519, 525, 525, 527</p> <p><u>Small Group Reading Teacher's Guide</u> 10, 40, 70, 170, 260, 265, 275, 300</p> |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | <p><u>Comprehensive Teacher's Guide</u> 9, 15, 19, 21, 29, 33, 41, 47, 49, 51, 53, 57, 59, 75, 81, 83, 85, 87, 91, 141, 147, 149, 151, 153, 165, 405, 411, 413, 415, 417, 427, 471, 477, 479, 481, 483, 487, 489, 491, 493, 495</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 10, 15, 40, 45, 65, 165, 200, 210, 220, 230, 250, 295</p> |

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|--------------|--|--|
| | Production and Distribution of Writing | |
| W.2.4 | (Begins in grade 3) | N/A |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | <u>Comprehensive Teacher's Guide</u> 25, 27, 29, 31, 61, 63, 95, 97, 123, 125, 127, 129, 159, 161, 163, 189, 191, 193, 195, 223, 225, 227, 229, 257, 259, 261, 289, 291, 293, 295, 297, 325, 327, 359, 361, 363, 391, 393, 395, 417, 425, 427, 457, 491, 519, 521, 523 |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | <u>Comprehensive Teacher's Guide</u> 31, 63, 97, 107, 129, 163, 195, 261, 327, 393, 427, 437, 459, 493, 525 <u>Essential Resource Guide</u> 32–33, 121–122 |
| | Research to Build and Present Knowledge | |
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | <u>Comprehensive Teacher's Guide</u> 379, 383, 513 <u>Small Group Reading Teacher's Guide</u> 175 |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. | <u>Comprehensive Teacher's Guide</u> 513 <u>Small Group Reading Teacher's Guide</u> 205, 311 |
| W.2.9 | (Begins in grade 4) | N/A |

| Standard | Descriptor | Citations |
|---------------|-------------------------|-----------|
| | Range of Writing | |
| W.2.10 | (Begins in grade 3) | N/A |

| Standard | Descriptor | Citations |
|---|---|--|
| Speaking and Listening Standards | | |
| | Comprehension and Collaboration | |
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | |
| SL.2.1a | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | <p><u>Comprehensive Teacher's Guide</u> 8–9, 14–15, 16–17, 24–25, 30–31, 32–33, 64–65, 130–131, 164–165, 196–197, 230–231, 244–245, 262–263, 296–297, 328–329, 362–363, 394–395, 428–429, 470–471, 490–491, 526–527</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 48, 50, 53</p> <p><u>Essential Resource Guide</u> 4–5, 70–71, 129–130</p> |
| SL.2.1b | Build on others' talk in conversations by linking their comments to the remarks of others. | <p><u>Comprehensive Teacher's Guide</u> 140–141, 346–347, 442–443, 460–461</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 10, 25, 50, 55, 60, 110, 120, 130, 140, 220, 235, 240, 260, 295</p> <p><u>Essential Resource Guide</u> 40–41, 98–99, 123–124</p> |

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| SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | <p><u>Comprehensive Teacher's Guide</u> 74–75, 278–279, 412–413</p> <p><u>Small Group Reading Teacher's Guide</u> 115</p> <p><u>Essential Resource Guide</u> 6–7, 78–79, 115–116</p> |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | <p><u>Whole Class Charts</u> Volume 1: 32, 33, 59, 60 Volume 2: 104, 105</p> <p><u>Comprehensive Teacher's Guide</u> 80–81</p> <p><u>Essential Resource Guide</u> 16–17, 26–27</p> |
| SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | <p><u>Comprehensive Teacher's Guide</u> 98–99, 376–377, 444–445, 476–477</p> <p><u>Small Group Reading Teacher's Guide</u> 43, 48, 50, 53</p> <p><u>Essential Resource Guide</u> 104–105, 125–126, 131–132</p> |

| Standard | Descriptor | Citations |
|---------------|---|--|
| | Presentation of Knowledge and Ideas | |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | <p><u>Comprehensive Teacher's Guide</u> 32–33, 48–49, 60–61, 98–99, 360–361</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 60, 210</p> <p><u>Essential Resource Guide</u> 16–17</p> |
| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | <p><u>Comprehensive Teacher's Guide</u> 32–33, 60–61, 98–99, 146–147, 196–197, 230–231, 280–281, 294–295, 414–415, 428–429, 458–459, 492–493, 524–525</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 35, 45, 55, 105, 130, 165, 305, 315</p> <p><u>Essential Resource Guide</u> 42–43, 80–81, 117–118</p> |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) | <p><u>Comprehensive Teacher's Guide</u> 8–9, 14–15, 18–19, 24–25, 40–41, 46–47, 56–57, 74–75, 80–81, 90–91, 106–107, 112–113, 122–123, 140–141, 146–147, 156–157, 172–173, 178–179, 188–189, 206–207, 212–213, 222–223, 238–239, 244–245, 254–255, 272–273, 278–279, 288–289, 304–305, 310–311, 320–321, 338–339, 344–345, 354–255, 370–371, 376–377, 386–387, 404–405, 410–411, 420–421, 436–437, 442–443, 452–453, 470–471, 476–477, 478–479, 486–487, 502–503, 508–509, 518–519</p> <p><u>Essential Resource Guide</u> 8–9, 133–134</p> |

| Standard | Descriptor | Citations |
|---------------------------|--|---|
| Language Standards | | |
| | Conventions of Standard English | |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| L.2.1a | Use collective nouns (e.g., group). | <p><u>Comprehensive Teacher's Guide</u> 112, 116, 212, 310, 324, 326</p> <p><u>Essential Resource Guide</u> 34–35, 59–60, 87–88</p> |
| L.2.1b | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | <p><u>Comprehensive Teacher's Guide</u> 114, 116, 126, 128, 148, 180</p> <p><u>Essential Resource Guide</u> 36–37, 44–45, 53–54</p> |
| L.2.1c | Use reflexive pronouns (e.g., myself, ourselves). | <p><u>Comprehensive Teacher's Guide</u> 50, 348, 378</p> <p><u>Essential Resource Guide</u> 18–19, 100–101, 106–107</p> |
| L.2.1d | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | <p><u>Comprehensive Teacher's Guide</u> 282, 292, 314, 348, 470, 476</p> |
| L.2.1e | Use adjectives and adverbs, and choose between them depending on what is to be modified. | <p><u>Whole Class Charts</u> Volume 2: 108</p> <p><u>Comprehensive Teacher's Guide</u> 140, 386, 390, 392, 394, 414, 422, 424, 456, 458</p> <p><u>Small Group Reading Teacher's Guide</u> 301</p> |

| Standard | Descriptor | Citations |
|---------------|--|---|
| L.2.1f | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | <u>Comprehensive Teacher's Guide</u> 18, 84, 94, 480, 490, 492, 522, 524 |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| L.2.2a | Capitalize holidays, product names, and geographic names. | <u>Comprehensive Teacher's Guide</u> 52, 150, 160, 192, 194 <u>Essential Resource Guide</u> 20–21, 46–47 |
| L.2.2b | Use commas in greetings and closings of letters. | <u>Comprehensive Teacher's Guide</u> 20, 214, 226, 480 <u>Essential Resource Guide</u> 10–11, 61–62, 135–136 |
| L.2.2c | Use an apostrophe to form contractions and frequently occurring possessives. | <u>Whole Class Charts</u> Volume 2: 94 <u>Comprehensive Teacher's Guide</u> 158, 216, 228, 344, 346, 414 <u>Small Group Reading Teacher's Guide</u> 125, 184, 279, 316 |
| L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). | <u>Comprehensive Teacher's Guide</u> 16, 48, 82, 114, 148, 180, 214, 246, 280, 312, 378, 456 <u>Small Group Reading Teacher's Guide</u> 211, 226, 276 |

| Standard | Descriptor | Citations |
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| L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p><u>Comprehensive Teacher's Guide</u> 82, 96, 194, 326, 360</p> <p><u>Small Group Reading Teacher's Guide</u> 25, 105, 194, 272, 319</p> <p><u>Essential Resource Guide</u> 28–30, 141–142</p> |
| | Knowledge of Language | |
| L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.2.3a | Compare formal and informal uses of English. | <p><u>Comprehensive Teacher's Guide</u> 216, 246, 312</p> <p><u>Essential Resource Guide</u> 63–64, 72–73, 89–90</p> |
| | Vocabulary Acquisition and Use | |
| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | |
| L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. | <p><u>Comprehensive Teacher's Guide</u> 172, 182, 218, 238, 380</p> <p><u>Essential Resource Guide</u> 51–52, 55–56, 65–66, 108–109</p> |

| Standard | Descriptor | Citations |
|----------|---|---|
| L.2.4b | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | <p><u>Whole Class Charts</u> Volume 2: 112</p> <p><u>Comprehensive Teacher's Guide</u> 410, 412, 416, 428</p> <p><u>Small Group Reading Teacher's Guide</u> 291</p> <p><u>Essential Resource Guide</u> 119–120</p> |
| L.2.4c | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | <p><u>Comprehensive Teacher's Guide</u> 84, 410, 412, 492</p> <p><u>Small Group Reading Teacher's Guide</u> 42</p> <p><u>Essential Resource Guide</u> 30–31</p> |
| L.2.4d | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | <p><u>Whole Class Charts</u> Volume 2: 144</p> <p><u>Comprehensive Teacher's Guide</u> 518, 520, 524</p> |

| Standard | Descriptor | Citations |
|---------------|--|---|
| L.2.4e | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <u>Comprehensive Teacher's Guide</u> 310, 510 <u>Small Group Reading Teacher's Guide</u> 24–25, 105, 194, 320 <u>Essential Resource Guide</u> 28–29 |
| L.2.5 | Demonstrate understanding of word relationships and nuances in word meanings. | |
| L.2.5a | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | <u>Comprehensive Teacher's Guide</u> 56, 116, 314 <u>Essential Resource Guide</u> 22–23, 38–39, 42–43, 91–92 |
| L.2.5b | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | <u>Comprehensive Teacher's Guide</u> 248, 282, 446, 514 <u>Essential Resource Guide</u> 74–75, 82–83, 127–128 |

| Standard | Descriptor | Citations |
|--------------|---|---|
| L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | <p><u>Whole Class Charts</u> Volume 1: 3, 8, 12, 17, 21, 26, 30, 35, 39, 44, 48, 53, 57, 62, 66, 71 Volume 2: 75, 80, 84, 89, 93, 98, 102, 107, 111, 116, 120, 125, 129, 134, 138, 143</p> <p><u>Comprehensive Teacher's Guide</u> 8, 14, 16, 18, 20, 24, 26, 28, 30, 32, 40, 46, 48, 50, 52, 56, 58, 60, 62, 64, 74, 80, 82, 84, 86, 90, 92, 94, 96, 98, 106, 112, 114, 116, 118, 122, 124, 126, 128, 130, 140, 146, 148, 150, 152, 156, 158, 160, 162, 164, 172, 178, 180, 182, 184, 188, 190, 192, 194, 196, 206, 212, 214, 216, 218, 222, 224, 226, 228, 230, 238, 244, 246, 248, 250, 254, 256, 258, 260, 262, 272, 278, 280, 282, 284, 288, 290, 292, 294, 296, 304, 310, 312, 314, 316, 320, 322, 324, 326, 328, 338, 344, 346, 348, 350, 354, 356, 358, 360, 362, 370, 376, 378, 380, 382, 386, 388, 390, 392, 394, 404, 410, 412, 414, 416, 420, 422, 424, 426, 428, 436, 442, 444, 446, 448, 452, 454, 456, 458, 460, 470, 476, 478, 480, 482, 486, 488, 490, 492, 494, 502, 508, 510, 512, 514, 518, 520, 522, 524, 526</p> <p><u>Small Group Reading Teacher's Guide</u> 5, 10, 40, 45, 50, 55, 60, 65, 80, 90, 95, 110, 150, 175, 190, 240, 310</p> |